



## Mathematics and Thematic



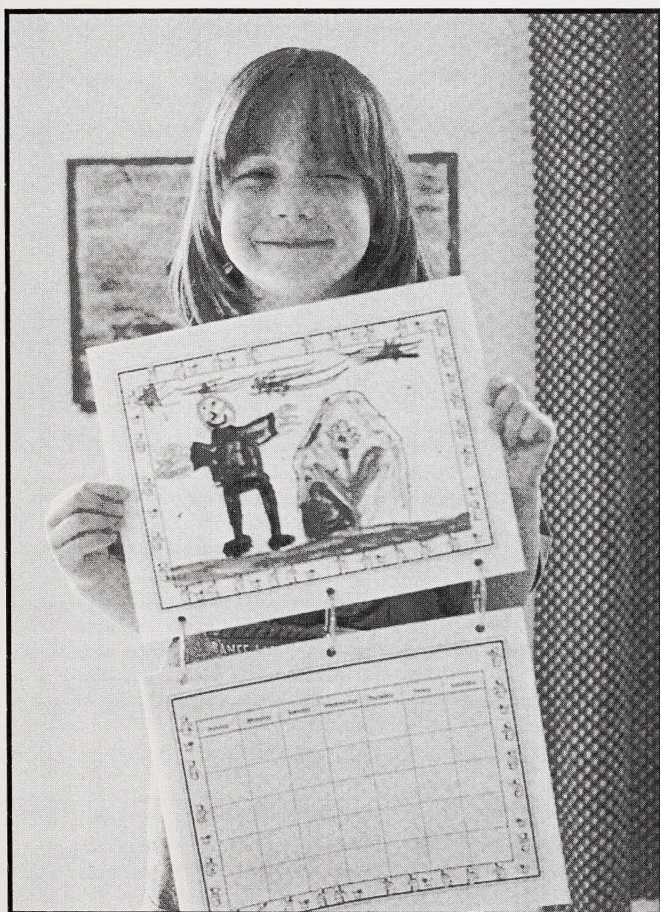
## Calendar Package







# Grade One Mathematics and Thematic Calendar Package





**This product is the result of a joint venture with the following contributors:**



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|-------------------------------|---|
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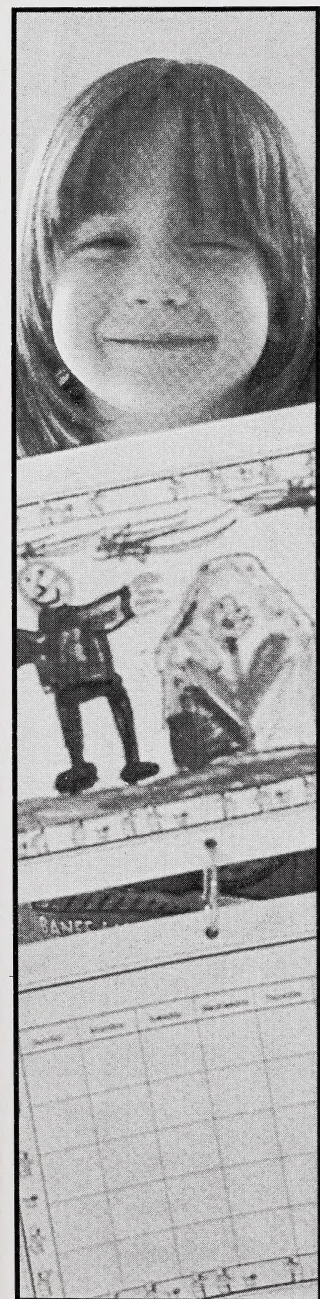
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Social



Physical



Intellectual



Creative



Emotional

Home Schooling:  
Teaching the Whole Child





## About Calendar Time



You will see this symbol at the beginning of every day's lesson in both the Grade One Mathematics and Thematic programs. It indicates that the first activity of your school day will always be Calendar Time, whether your student is enrolled in Mathematics only, Thematic only, or both programs. If you are involved in both programs, note that you proceed with Calendar Time only once per day, as indicated in your Thematic modules.

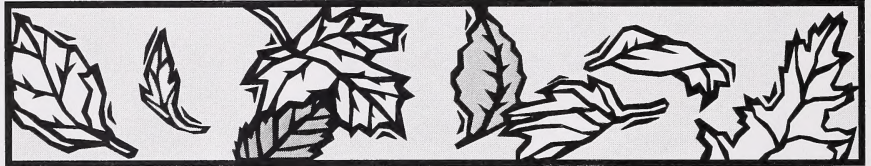
Calendar Time gives your student a meaningful context in which to recognize sequential events and the passage of time.

Many Grade One curriculum objectives are targeted during Calendar Time. For example, your student will do the following:

- sequence events within one day
- sequence events over several days
- compare the duration of activities
- name the days of the week in order
- describe the time of day, for example, morning, afternoon, or evening
- name the seasons of the year in order
- explore the representation of numbers from 1 to 31
- predict or forecast weather conditions
- describe the regular and predictable cycle of seasonal changes in sunlight and weather
- identify seasonal activities and human preparations for seasonal change
- record observable seasonal changes over a period of time using a tally chart or picture graph



- identify the senses, and explain how they can be used to describe the weather
- apply a particular sense to identify and describe the weather
- describe and compare temperatures, using the senses
- recognize that other living things have senses
- identify ways that various animals use their senses, for example, adapting to changes in weather
- use knowledge of structure and patterns to identify words, phrases, and sentences such as “Today is Monday.”
- relate personal experiences to those encountered in discussion



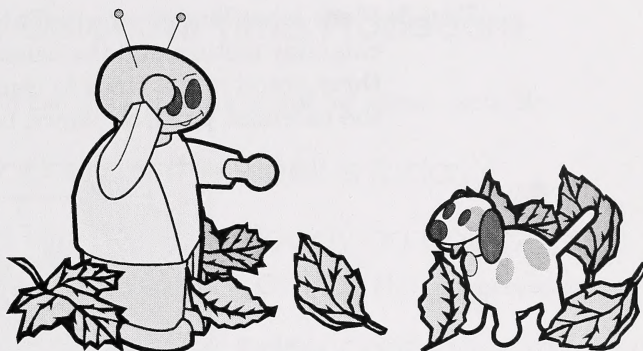
## Preparing for Calendar Time

On the first day of Module 1, you need to allow about 30 minutes to prepare a calendar picture and page for future Calendar Time activities. After the first module, you may find that your calendar material is still current for the next module. If this is the case, continue to use these items until a new month begins. Then allow 30 minutes again on the required day for the student to prepare new calendar items.

If your student is enrolled in the Grade One Thematic program, the following information is included with Module 1, Day 1 as part of the day's activities.

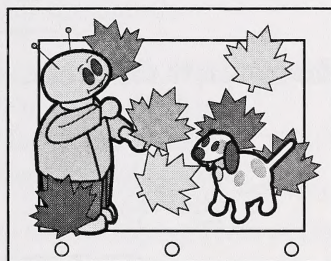
If your student is enrolled in only the Grade One Mathematics program, then use the following procedures on Day 1 of Module 1.





## Making a Calendar Picture and Calendar Page

**Step 1:** Remove one Calendar Picture Card from the Appendix of this Calendar Package. Ask your student to create a calendar picture that reflects a favourite seasonal activity. Have the student place the card so the holes are at the bottom of the picture. See the example below.



**Step 2:** Take out one Calendar Page from the Appendix of this Calendar Package. Help the student print the name of the month, the dates, and the year in the appropriate spaces. Use a current month's calendar as a model.

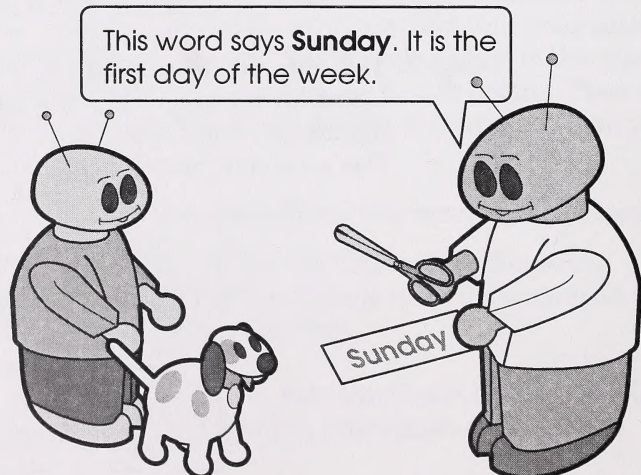
| September 20XX |        |         |           |          |        |          |
|----------------|--------|---------|-----------|----------|--------|----------|
| Sunday         | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|                |        |         |           |          | 1      | 2        |
| 3              | 4      | 5       | 6         | 7        | 8      | 9        |
| 10             | 11     | 12      | 13        | 14       | 15     | 16       |
| 17             | 18     | 19      | 20        | 21       | 22     | 23       |
| 24             | 25     | 26      | 27        | 28       | 29     | 30       |



**Step 3:** Place loose-leaf reinforcements around the holes of the calendar picture and the calendar page. Then use two or three small metal rings to connect the calendar picture to the calendar page, as shown below.



**Step 4:** Have the student help you cut out the Days of the Week cards, Seasons of the Year cards, Sentence Starter cards, Time of Day Cards, and Weather cards, all from the Appendix of this Calendar Package. While cutting out the cards, discuss what they mean.

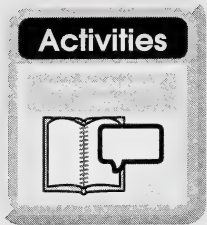


**Step 5:** Display the calendar at the student's eye level.



## Basic Calendar Time Procedure

You could use the following script for a basic activity.



What day of the week is today?

Find the name of today on one of your Days of the Week cards. Help as necessary.

Place the correct **day** card after the sentence starter card **Today is** .... Continue to help as necessary.

Use a pocket chart, bulletin board, or other method to display the sentence at the student's eye level.

Let's read the sentence you made. Read together.

Count to today's date on your calendar. Have the student point to each matching calendar box while counting from the first day of the month.

Is there a special activity you will do today?

Will this activity be in the morning, afternoon, or evening? Discuss when this activity will occur, and have the student choose the matching Time of Day card.

Draw a small picture of this activity in the bottom-left corner of the calendar box for today's date. Before drawing, ask the student to point to the corner where the picture will be drawn.





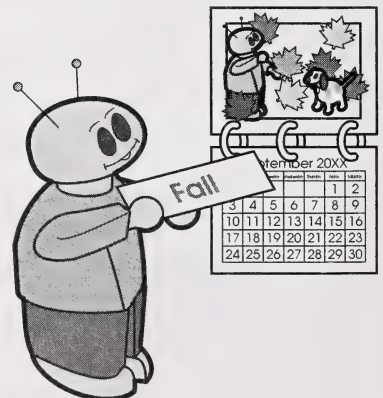
Challenge your student to use the senses to comment about the weather. Ask questions, such as the following:

- Is it warm outside?
- Is it windy?
- How can you tell?



Have the student say the current season of the year and find the matching season card. Explain that *autumn* and *fall* refer to the same season and either card may be chosen.

Display the season card beside the calendar. For each new calendar page that is made, have the student find the correct season card from among the others.







## Calendar Time Variations

When your student is familiar with the basic calendar activity, you could expand your routine with the following variations.

### Sample Calendar Activity 1

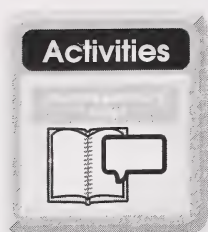
If your student is able to do the basic Calendar Time activities without help, suggest that the child could ask the calendar questions today and you will answer. If the student is hesitant, guide in asking the questions at first. Then have the student help you select one additional calendar activity.

| Weather    | Tally of Weather | Total |
|------------|------------------|-------|
| sun        |                  | 2     |
| mostly sun |                  | 3     |
| some sun   |                  | 1     |
| cloud      |                  | 3     |
| rain       |                  | 5     |
| snow       |                  |       |



## Sample Calendar Activity 2

Ask your student to look at the calendar and tell what number should be written for today's date. Use the following script.



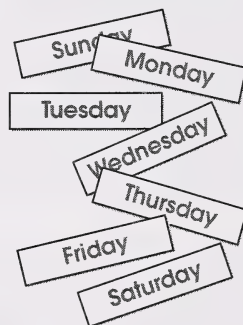
What is the number, or the date, for today?  
Can you write it by yourself?

What is the name of the day?  
Point to it on the calendar.

Find it on these cards.

Say the days of the week with me. (Sunday,  
Monday, ....)

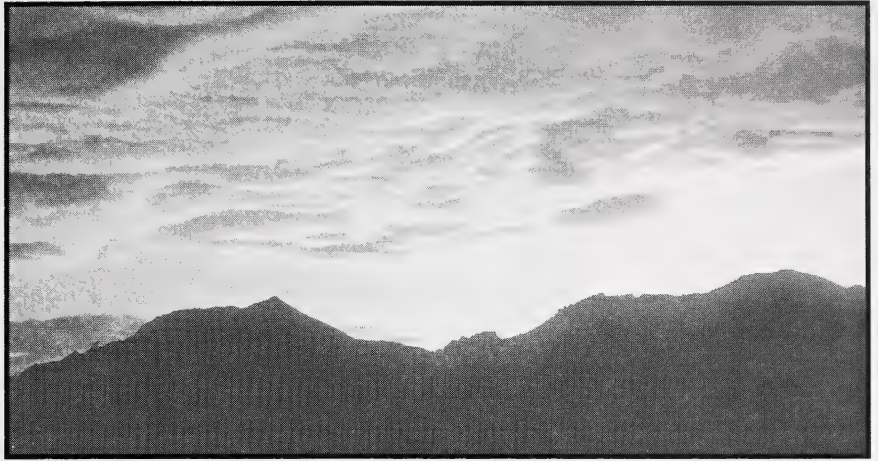
Can you put these cards in order?



The student can look at the calendar for help. Then read the days aloud in order, pointing to the cards as you read together. You could also use the pocket chart.

|          |         |     |      |   |  |
|----------|---------|-----|------|---|--|
| Today is | Tuesday | .   |      |   |  |
| Today is | sunny   | and | warm | . |  |

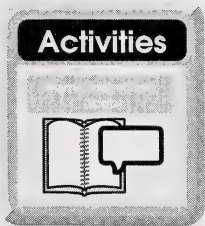




### Sample Calendar Activity 3

Refer to the Calendar Time Teaching Notes in the Appendix of this Calendar Package. You could post this list on your bulletin board. Choose activities that are suitable for your student's development and your family's plans.

After your student determines the day of the week and the calendar date, ask questions about the passage of time.



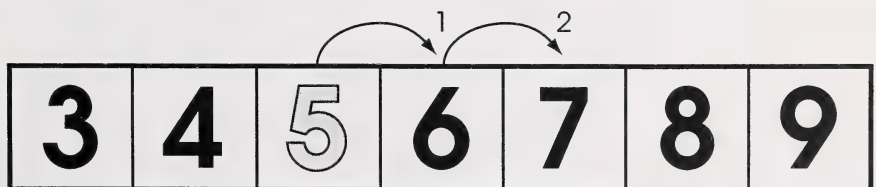
What was the name of the day 3 days ago?

What day will tomorrow be?

What day will it be 2 days from now?

How many more days until Saturday?

Tell your student that the current day is not counted. See the diagram below to help explain this.



today      tomorrow      two days  
from now



### Sample Calendar Activity 4

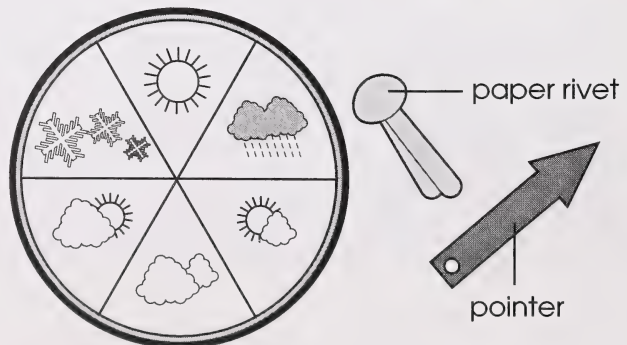
If possible, have your student watch a television weather forecast or listen to a radio forecast before using this activity. Then follow the usual Calendar Time procedures, except for the weather discussion.

Check the weather outside. Briefly discuss how an announcer makes a forecast about what the weather might be like today and in the near future. Then use the following script.



You can make a weather chart so you can change your weather symbol if the weather changes during the day.

Here is an example of a weather chart.

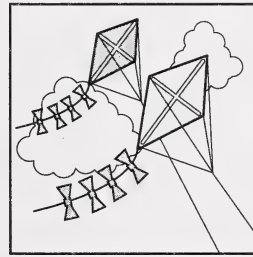
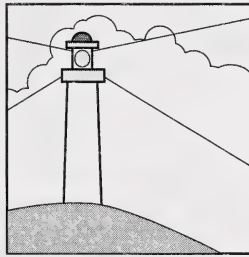




Name some weather symbols that you could put on your weather chart. (sun, clouds, snow, rain, ...) Write the student's suggestions on paper.

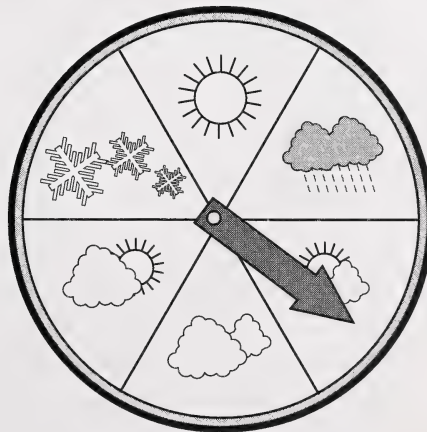
Use a large plate as a guide to draw a circle on a piece of new cardboard or discarded cereal box. Cut out the circle, and divide it into the number of spaces needed for the student's weather symbols.

Help the student draw and colour a picture for each section. If your student names fog or wind, suggest symbols such as the following.



Cut out a cardboard pointer. Attach it to the centre of the circle with a paper rivet.

Have your student rotate the pointer to today's weather, and remind the child that weather changes during the day can be shown on the chart by moving the pointer to a different symbol.

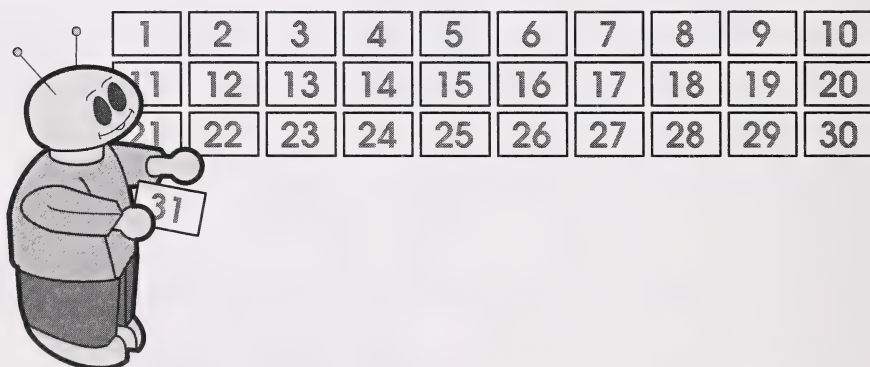




## Sample Calendar Activity 5

In addition to the basic Calendar Time procedures, the student can also do the following activities:

- Print the numbers from 1 to 31 on halved index cards.
- Use these cards or the Number cards from the Appendix of this Calendar Package for further activities.
  - Place the cards in random order.
  - Arrange the cards in order, and pick today's number.
  - Count from 1 to 31 by pointing to and saying each number.









## Additional Calendar Activities

As the student's knowledge increases, you can gradually add or adapt calendar activities to vary the basic routine. Following are some sample activities that differ from the ones already introduced. After these additional activities, you will find a list of Enrichment activities.

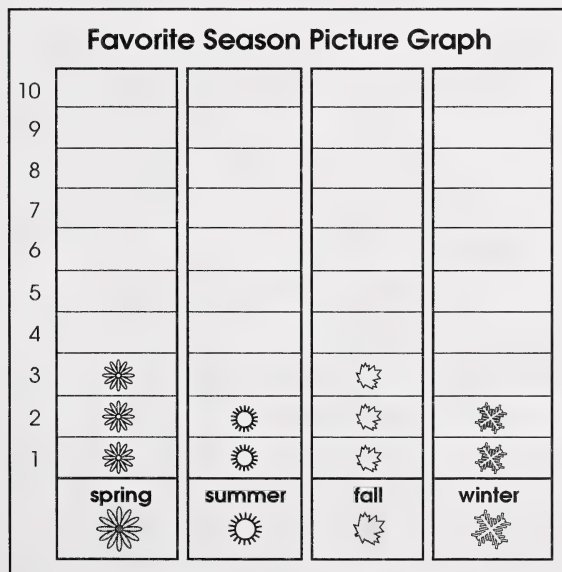


Use these calendar activities as the student gains experience:

- Collect first-hand information by conducting a survey similar to the one that follows.

| Weather   |            | Tally of Weather | Total |
|---|------------|------------------|-------|
|  | sun        |                  | 2     |
|  | mostly sun |                  | 3     |
|  | some sun   |                  | 1     |
|  | cloud      |                  | 3     |
|  | rain       |                  | 5     |
|  | snow       |                  |       |

- Construct a picture graph based on the sample shown below.



- Compare data using appropriate language, including quantitative terms such as, "How many more?"
- Record shared family and cultural activities on the calendar.



## Enrichment Calendar Activities

Enrichment activities are always **optional**. If your student has no difficulty with the basic Grade One Calendar Time activities, you could challenge the student with the following enrichment activities.

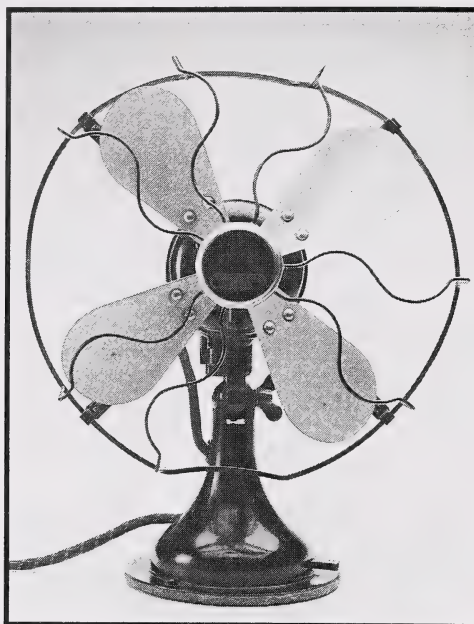
- Name the months of the year in order.
- Relate 7 days to one week and 12 months to one year.
- Read the date on the calendar, for example, “Today is Monday, June 5, 2XXX.”
- Estimate and measure the passage of time in minutes and hours.
- Select the most appropriate standard unit to measure a given period of time, such as minutes or hours.
- Relate 60 minutes to one hour and 24 hours to one day.
- Use ordinal numbers, such as first, second, and third, up to thirty-first.



- Recognize that some plants and animals must adapt to extreme weather conditions to meet their basic needs, for example, arctic and desert plants and animals.
- Demonstrate an understanding that liquid water can be changed to other states.
  - Recognize that on cooling, liquid water freezes into solid ice and that on heating, it melts back into liquid water with properties the same as before.
  - Recognize that on heating, liquid water changes into steam or water vapour and that this change can be reversed on cooling.
- Describe temperature in relative terms, using expressions such as *hotter than* and *colder than*.
- Measure temperatures in degrees Celsius.
- Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources.
- Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health.



- Identify ways that the temperature inside homes and other buildings can be adjusted, for example, by turning a thermostat up or down, opening or closing a window, using a space heater in a cold room, or turning on a fan.



## Credits

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**APPENDIX**  
**to the**  
**Calendar Package**

# Calendar Pages and Other Cards

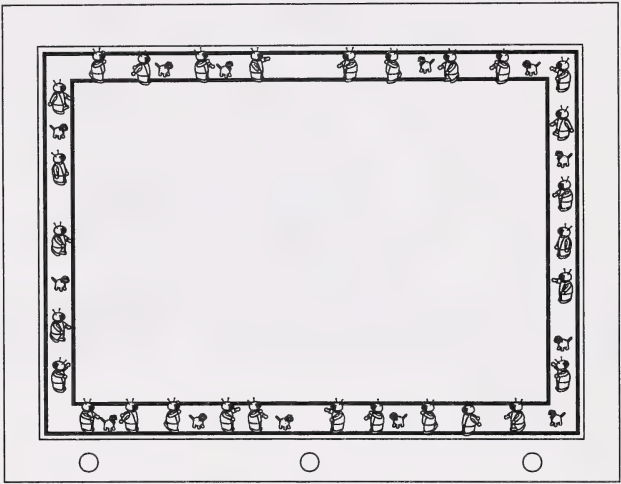
The remainder of this Calendar Package consists of one-sided cards that you and your student will use to make calendars and carry out Calendar Time activities.

The following cards are used as is:

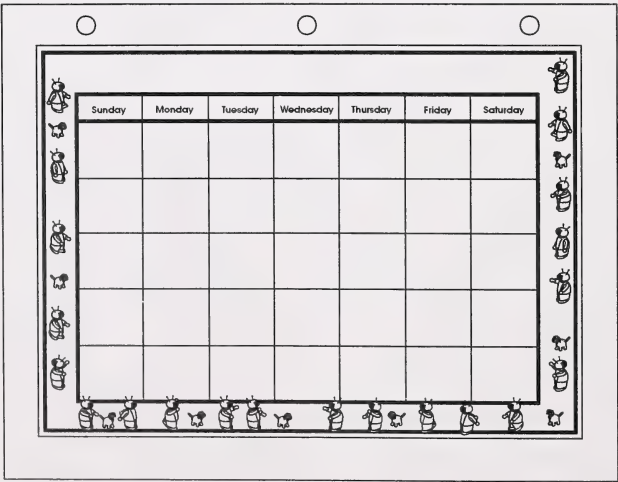
- Calendar Time Teaching Notes (two cards)
- Calendar Picture Cards
- Calendar Pages
- Seasonal Pictures

All other smaller cards are cut apart and then stored in separate, labelled envelopes.

**Calendar  
Picture Cards  
look like this.**



**Calendar Pages  
look like this.**





# Calendar Time Teaching Notes

Choose from the following activities when working with your calendar. The activities are arranged from easiest to most difficult. If your student does all the activities easily, the next step is to ask the child to carry them out independently or even to teach a younger sibling. You might think of other creative ways to use the calendar with your student.

Calendar Time should be a very short period of the day. Do only a few activities each day. Do not try to work through all of these activities, but you could check off some that your student does easily, so you can introduce one new activity at a time. The activities that are in **bold** should be done every day.

- **Name the current day.**
- **Pick out the correct day card from among the other day cards.**
- Say the sentence Today is ....
- Name the days of the week in order.
- Arrange the Days of the Week cards in order.
- Read the Days of the Week cards in order and out of order when pointed to.
- Understand and correctly use the words *before* and *after*.
- Say which day comes before and after today, for example, Today is Wednesday. Tomorrow will be Thursday. Yesterday was Tuesday.
- Play calendar word games, for example, Today is Terrific Tuesday or Yesterday was Muddy Monday.
- **Say the number of the day by counting to it.**
- Say which number comes before and after the current day's number.
- **Place the correct day card after the Sentence Starter card Today is ..., and then read the sentence.**
- **Think of one or more events that are important for the current day.**
- **Describe the time of day when a regular or special event will occur, for example, morning, afternoon, or evening.**



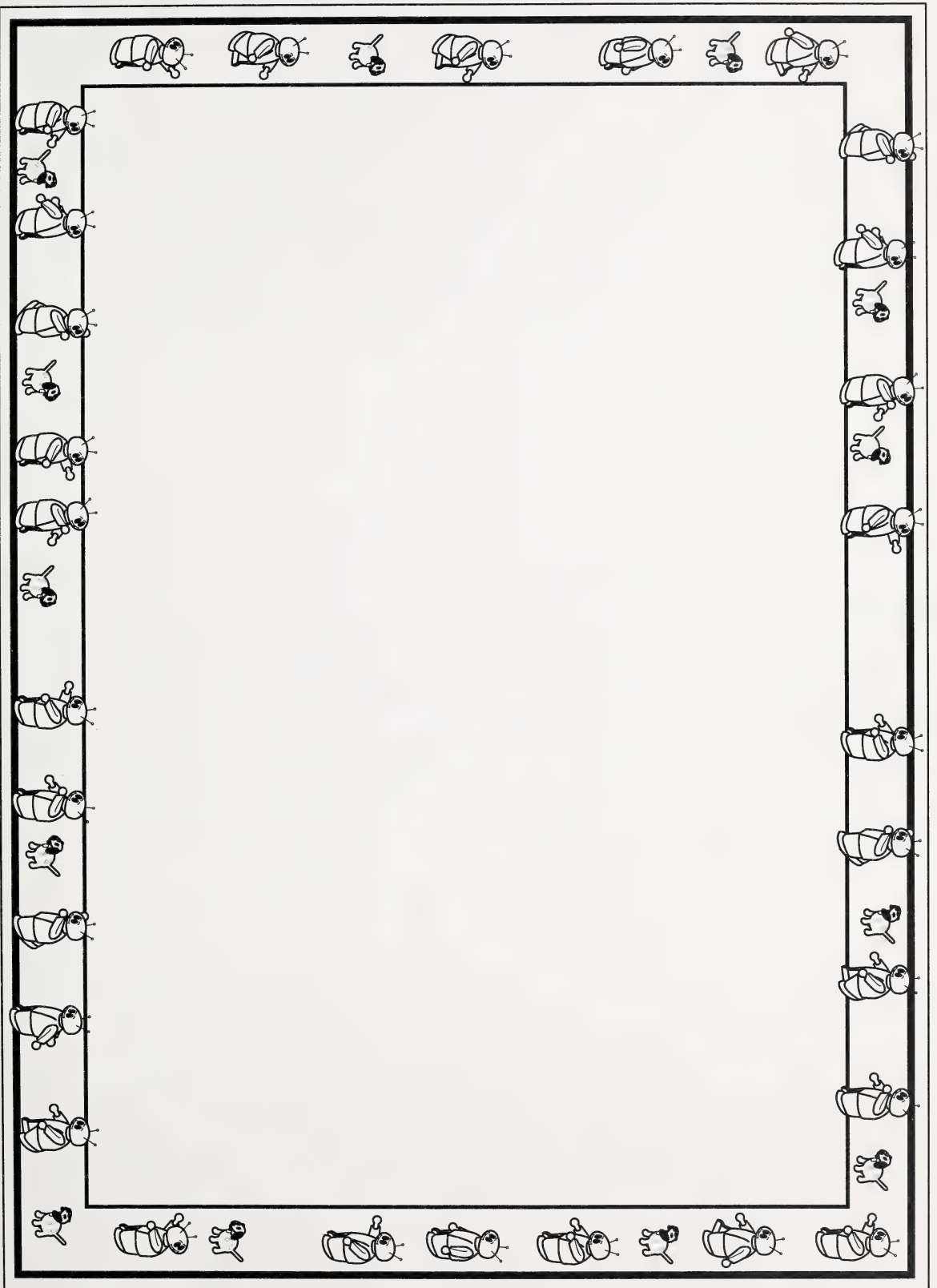


## Calendar Time Teaching Notes (continued)

- Sequence events over several days.
- Compare the duration of activities.
- **Use the senses to comment about the weather.**
- Compare temperature, using the senses.
- **Name the current season.**
- **Pick out the correct Season of the Year card from among the other season cards.**
- Name the seasons of the year in order.
- Name the seasons of the year and typical weather associated with those seasons.
- Use a calendar to notice and compare weather patterns and to create a weather graph.
- Name the months of the year in order.
- Say how many days are in a week and months in a year.
- Arrange the Months of the Year cards in order.
- Relate the number of days to a week and months to a year.
- Read the date on a calendar, for example, Today is Wednesday, September 12, 2XXX.
- Print the date on own work, for example, Wednesday, September 12, 2XXX.
- Recognize and use ordinal numbers in calendar talk.
  - Which day comes first? (Sunday)
  - Which is the last month? (December)
  - What did we do on the fourth?
- Answer questions, such as the following:
  - How many days has it been since ...?
  - How many months has it been since ...?
  - How many days will it be until ...?
- Spell days and months, unassisted.

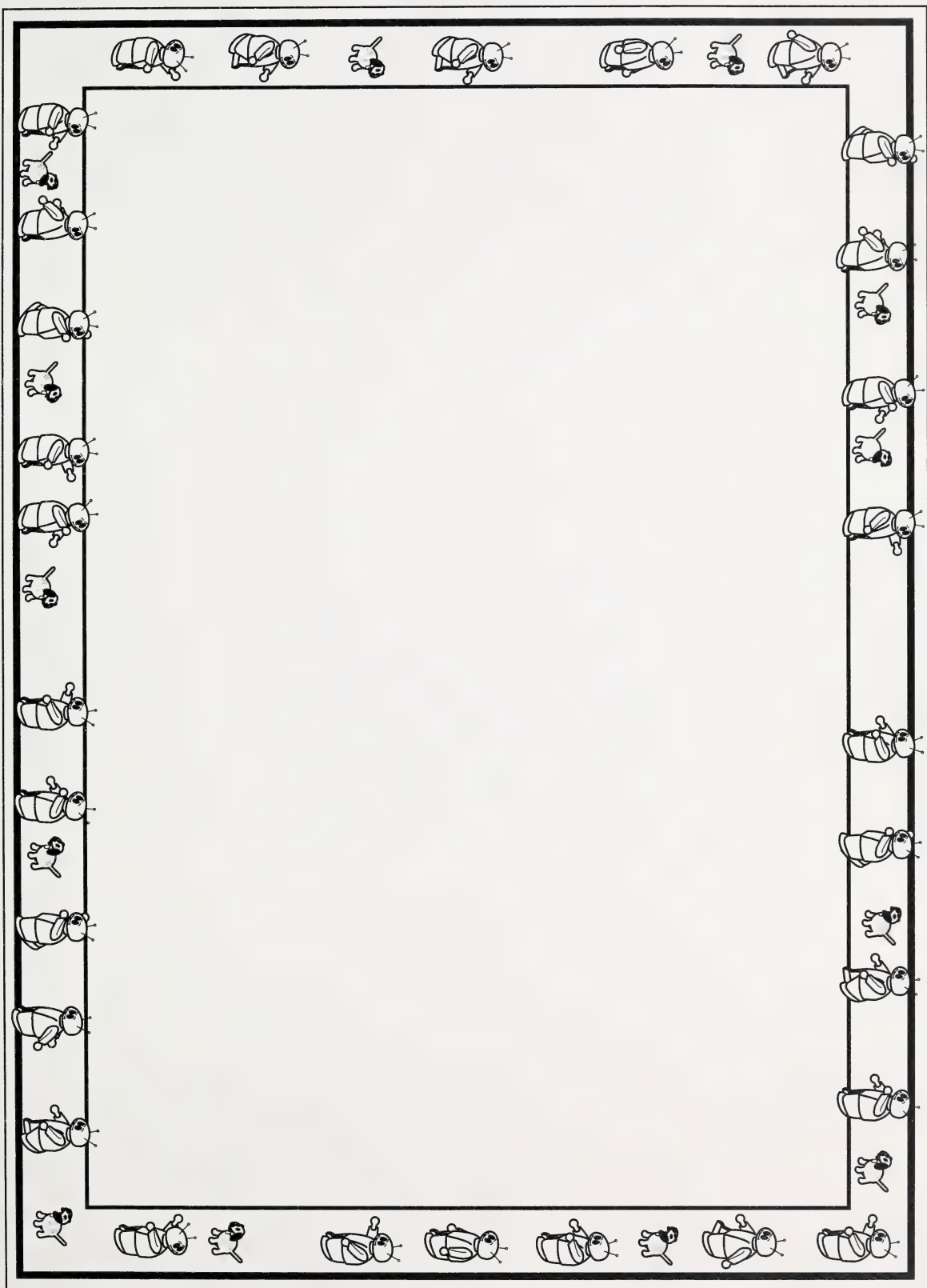






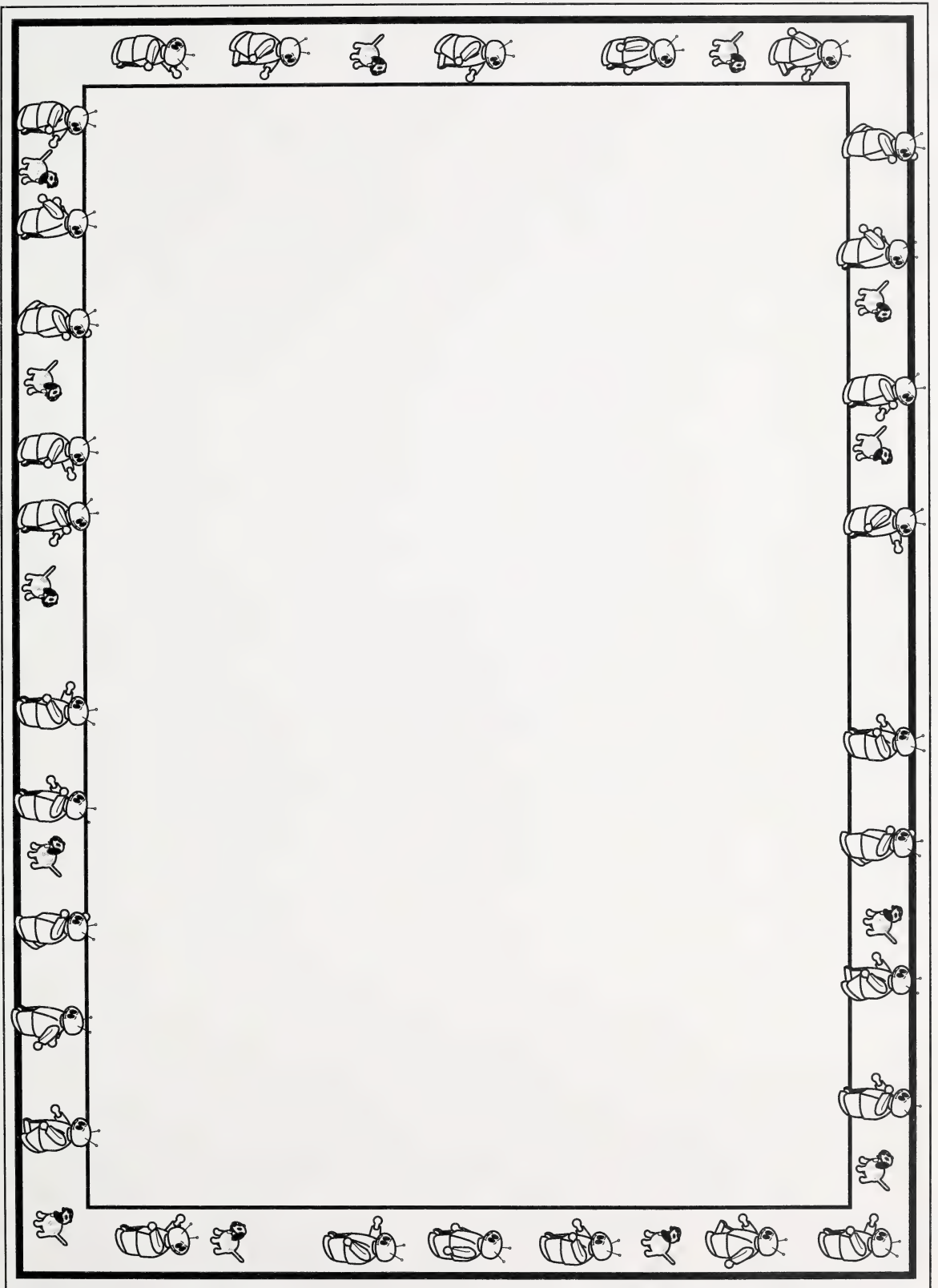




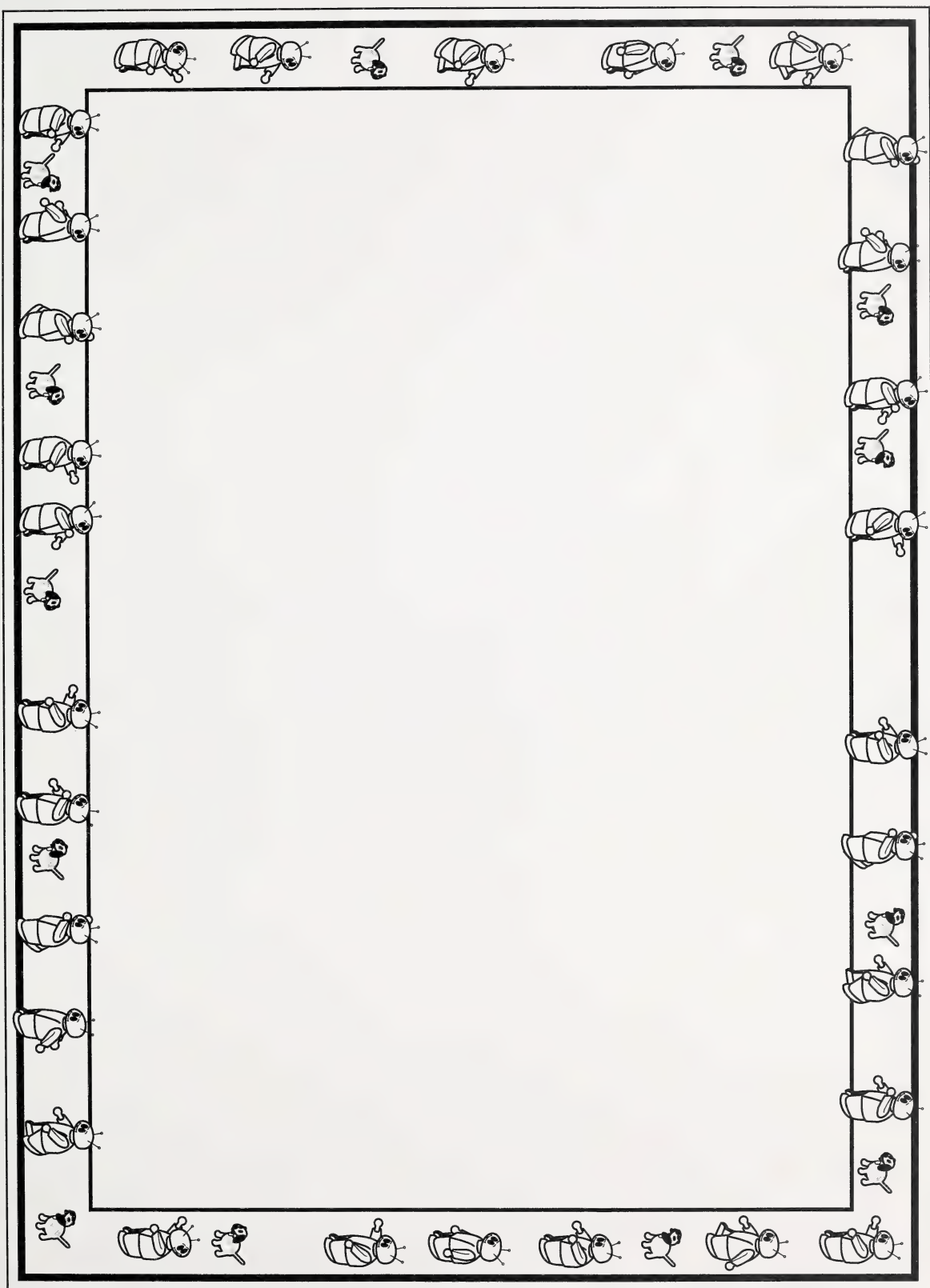






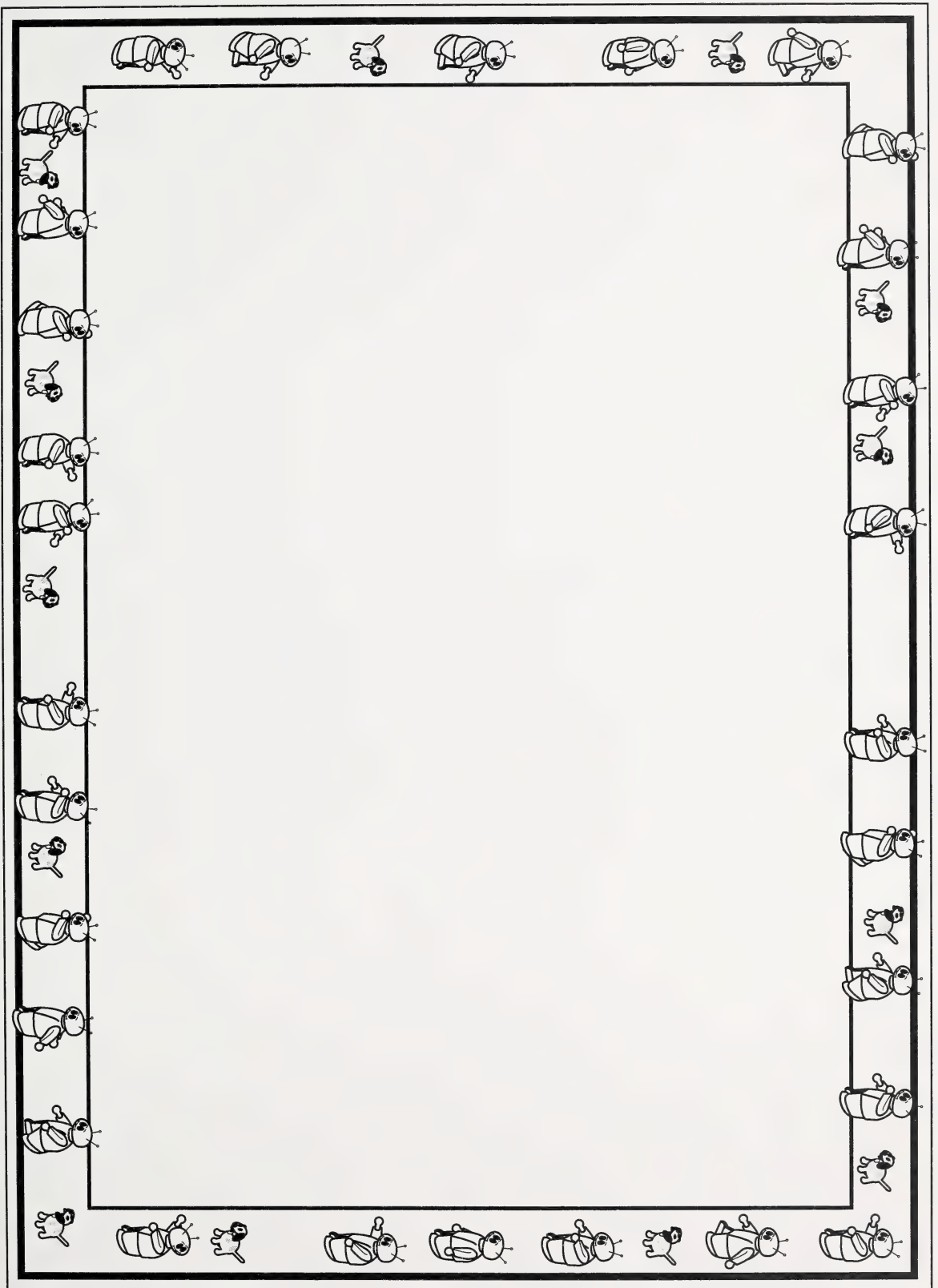






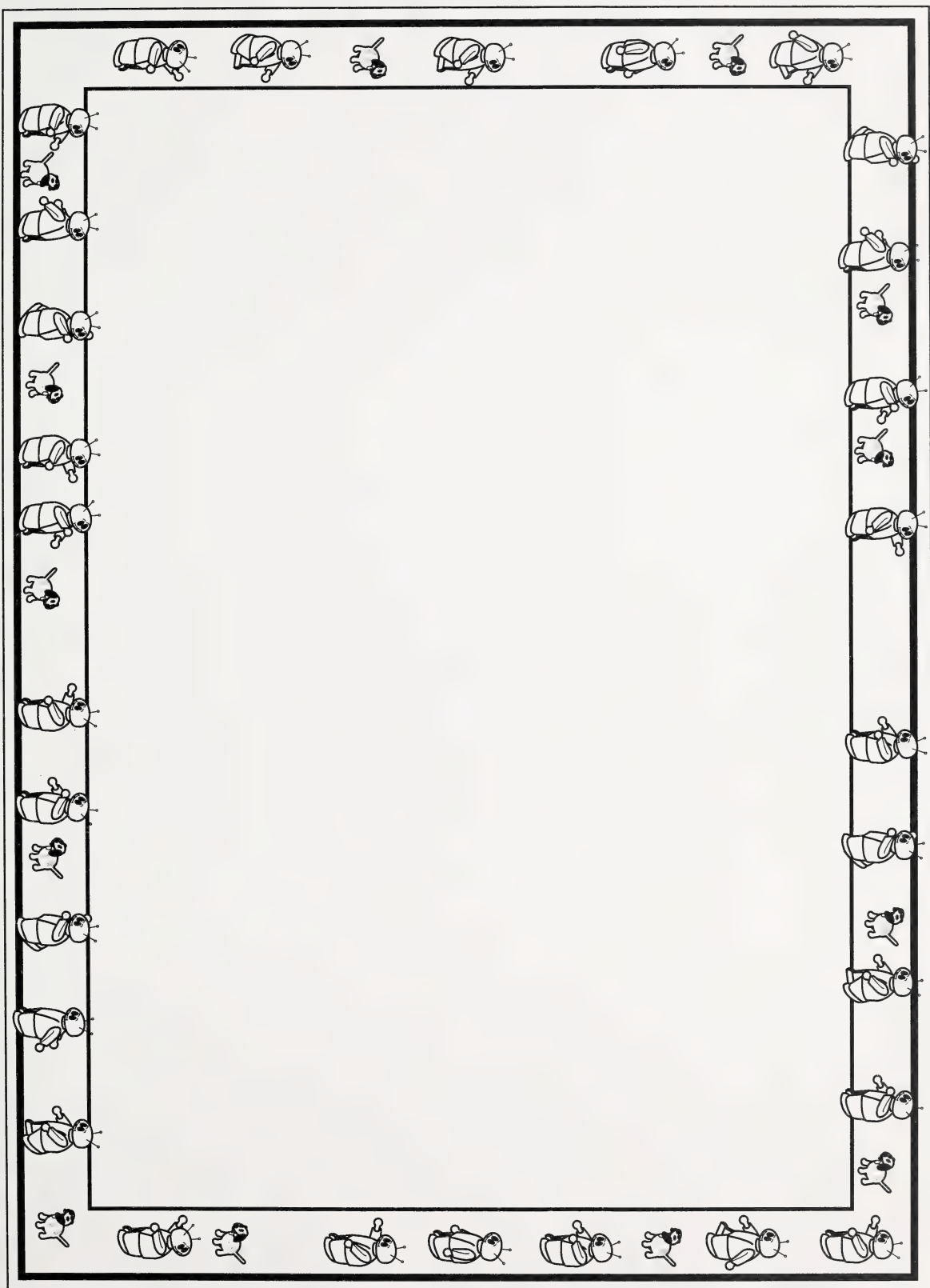




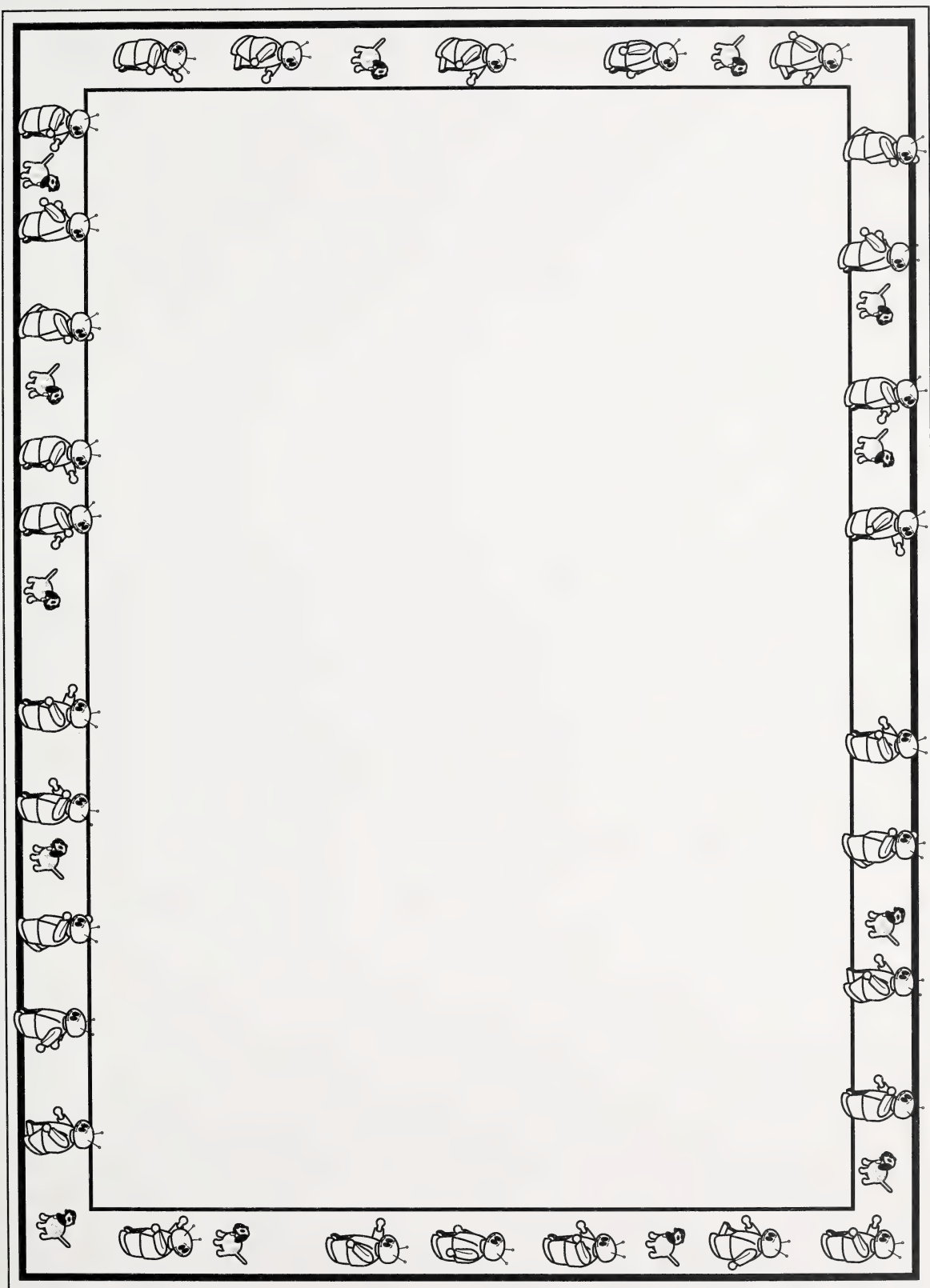






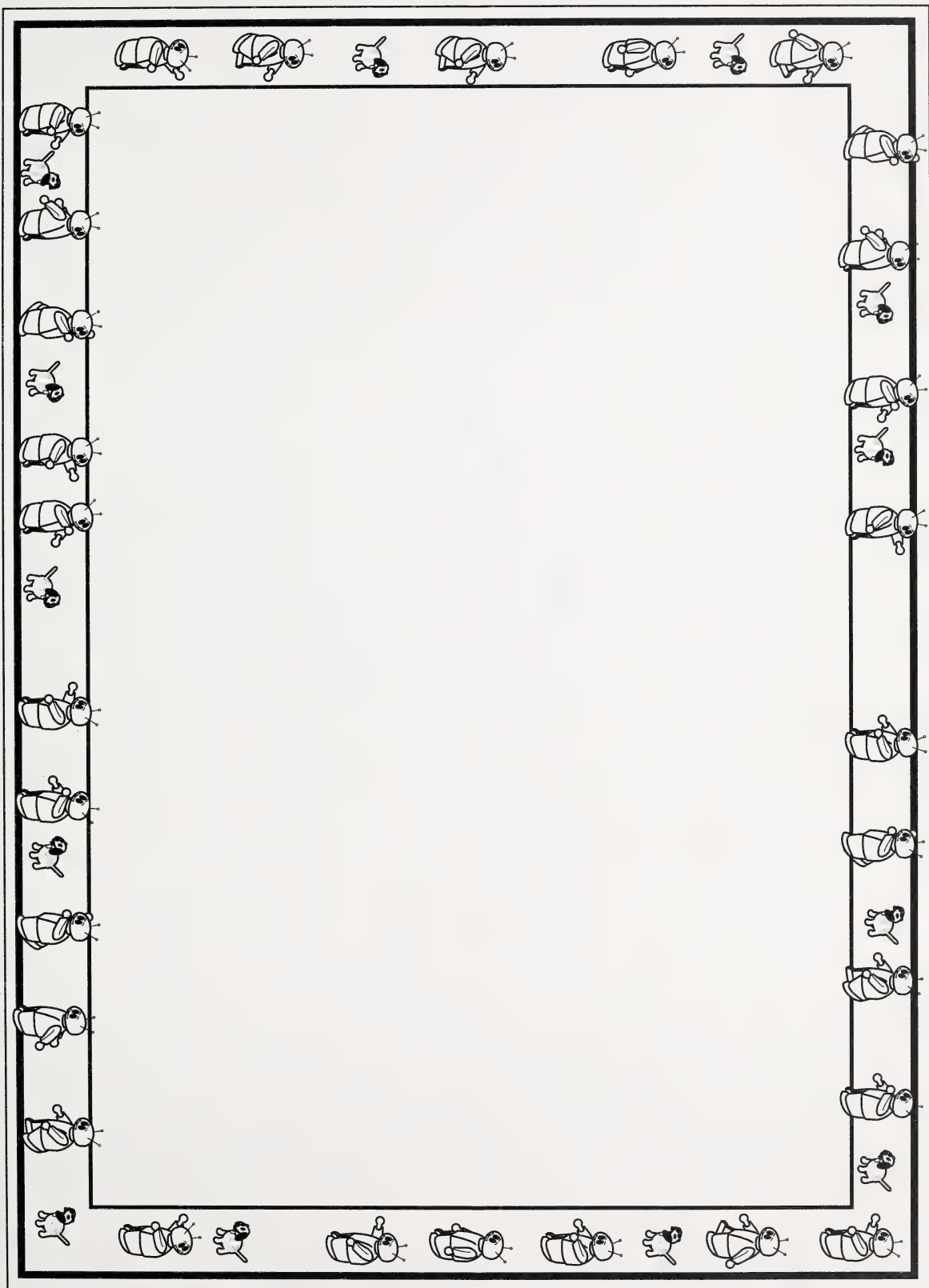






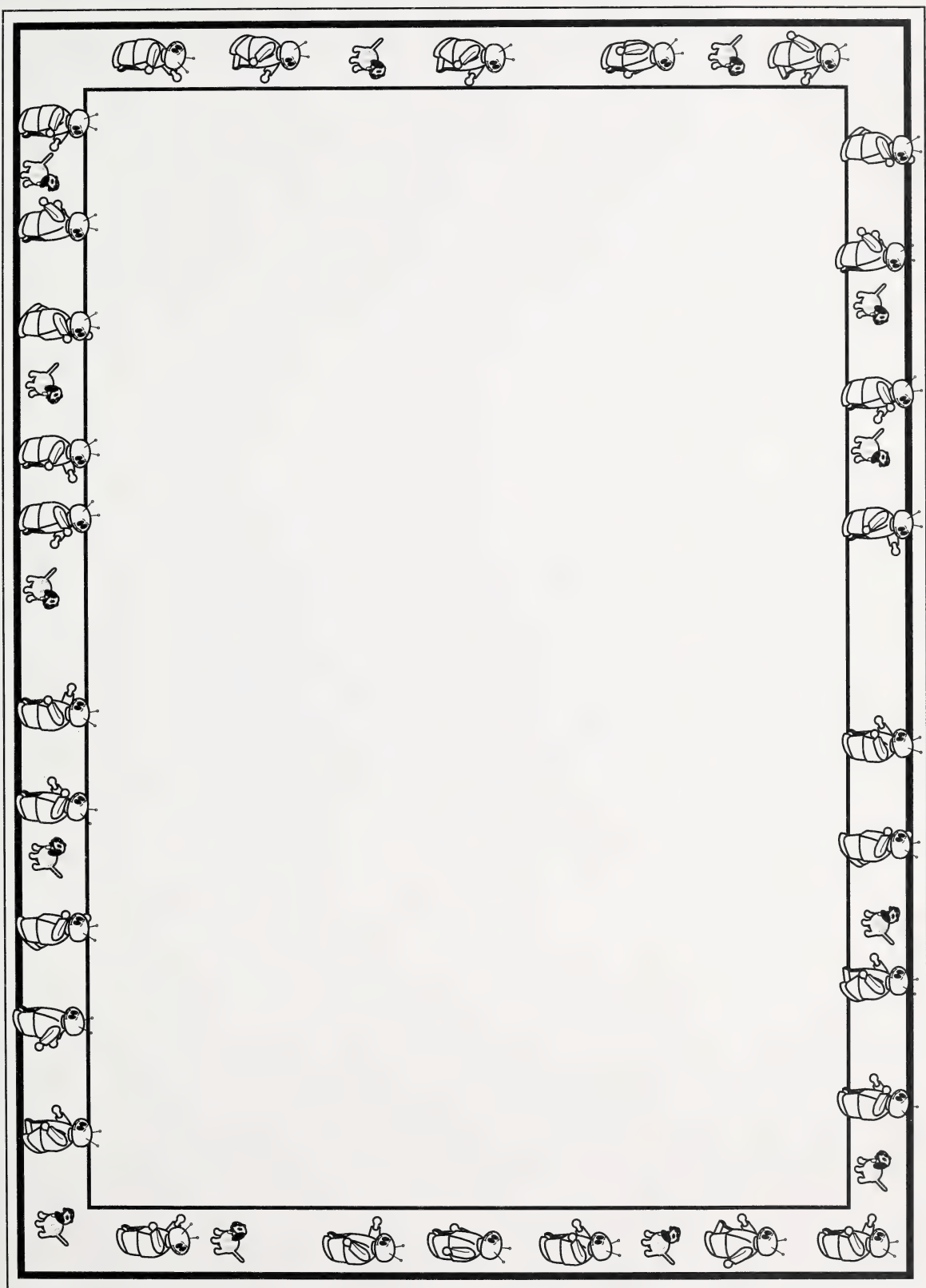




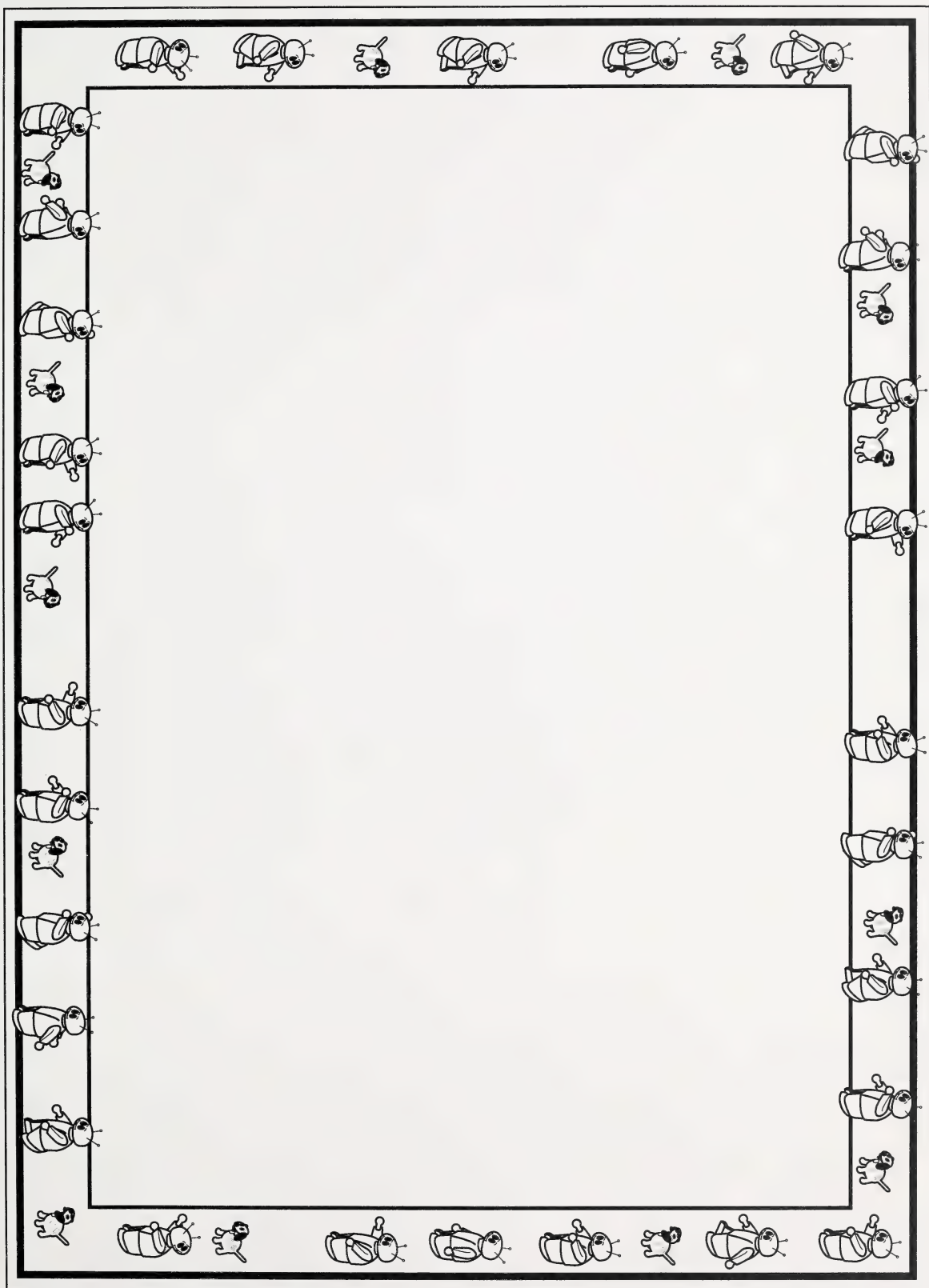






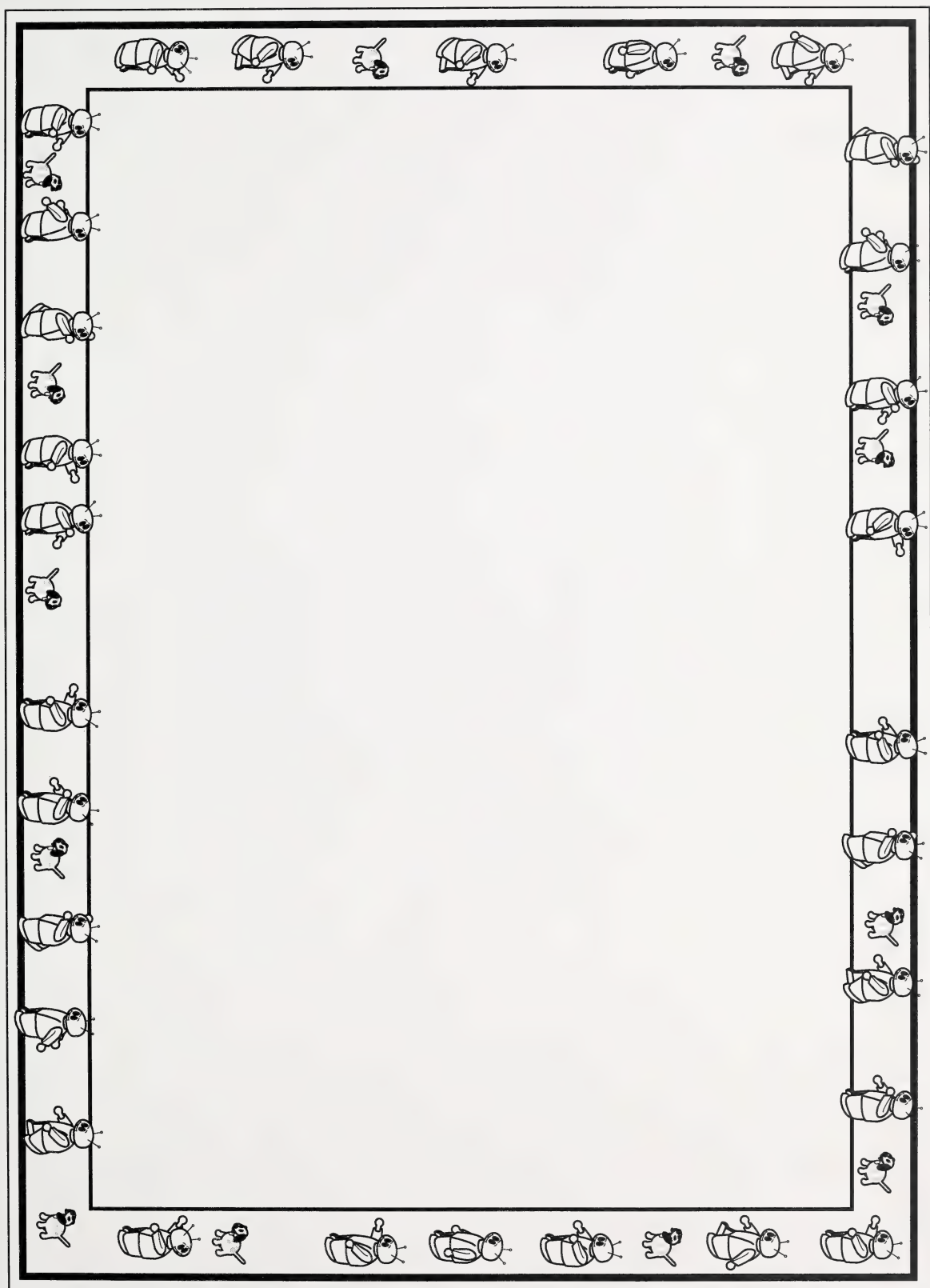




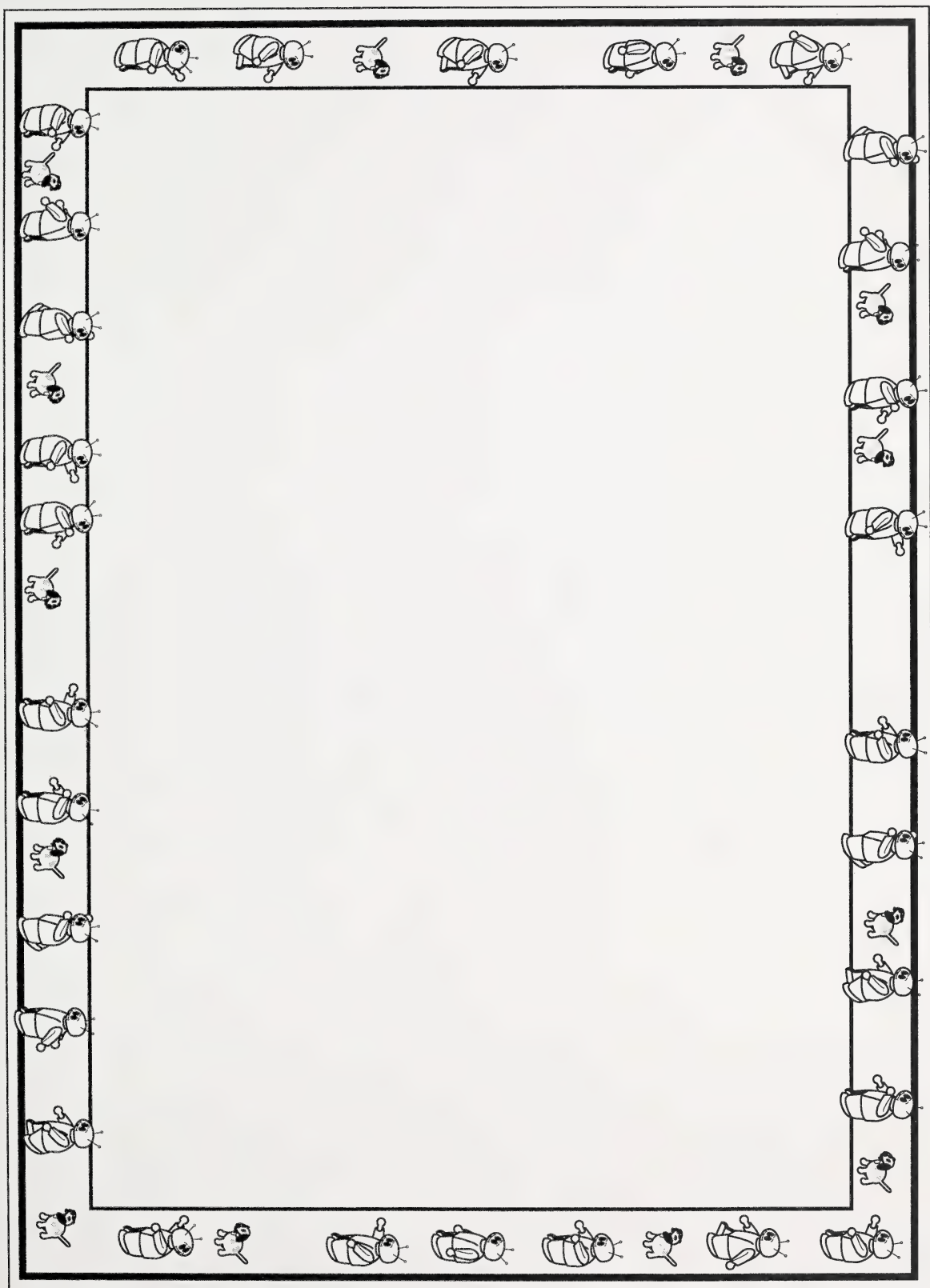






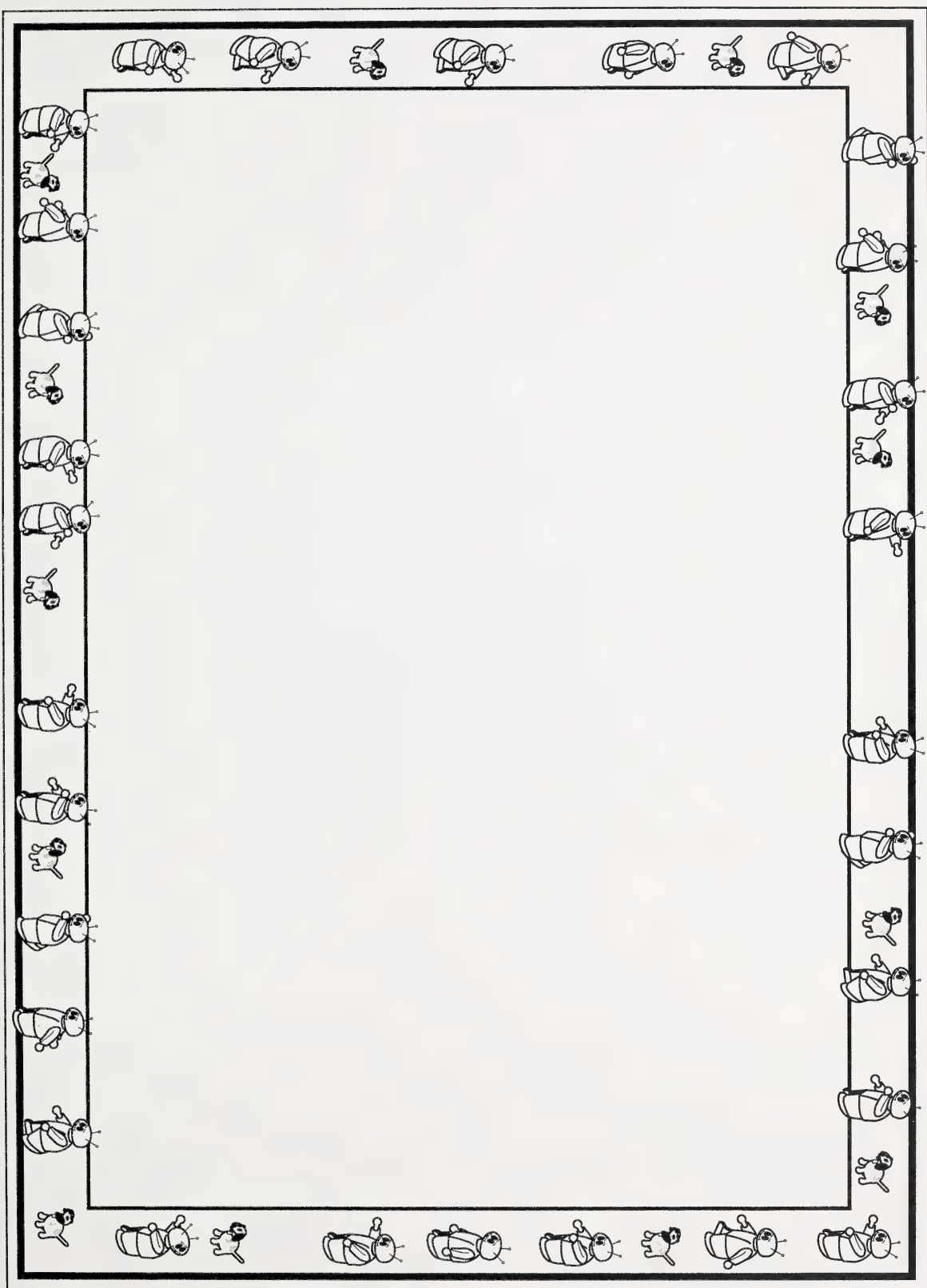




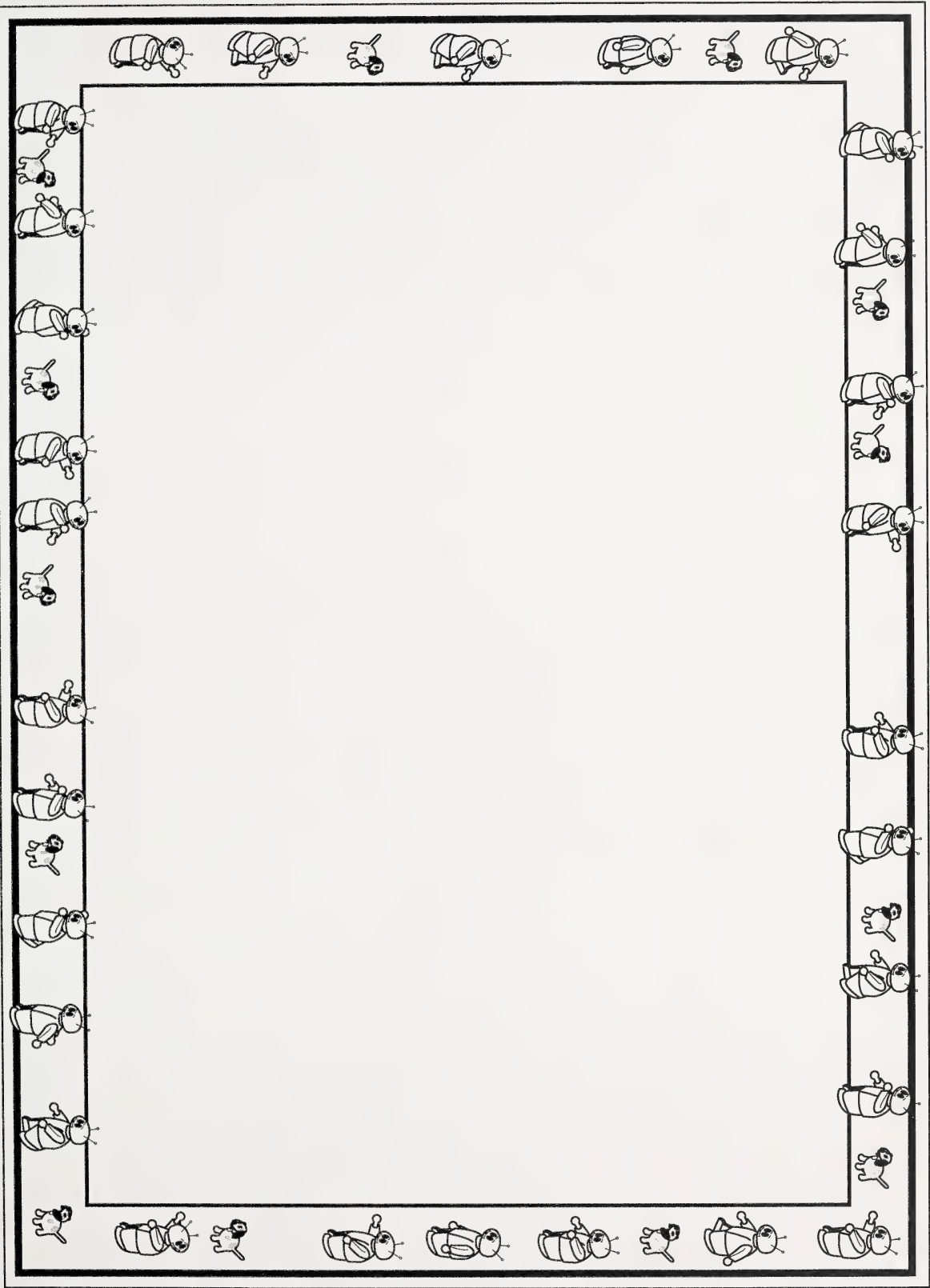




























Saturday

Friday

Thursday

Wednesday

Tuesday

Monday

Sunday












































































| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |









| Sunday  | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  | Saturday  |
|---|---|---|---|---|---|---|
| <br><br> | <br><br> | <br><br> | <br><br> | <br><br> | <br><br> | <br><br> |









Days of the Week Cards

Sunday

Thursday

Monday

Friday

Tuesday

Saturday

Wednesday





Seasons of the Year Cards

fall

autumn

winter

summer

spring



Sentence Starter Cards

Today is

Tomorrow will be

Yesterday was

Today the weather is





Time of Day Cards

morning

afternoon

evening

night



Weather Cards

sunny

warm

cloudy

cool

rainy

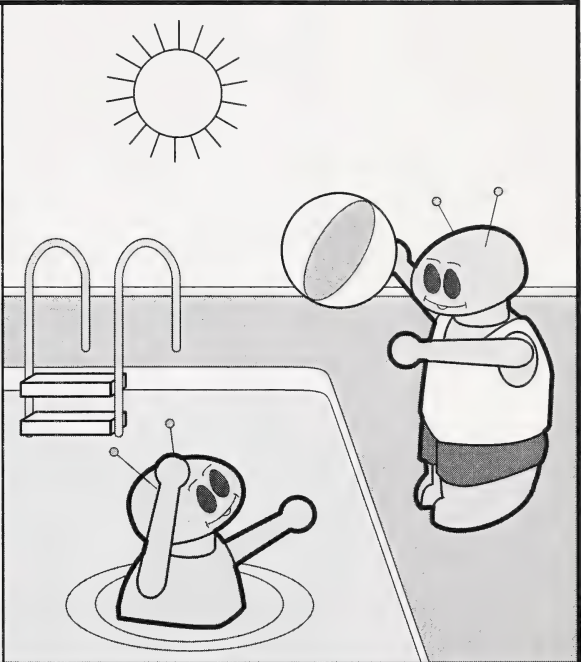
windy

snowy

foggy



Seasonal Pictures







## Number Cards

1

2

3

4

5

6

7

8

9

10

11

12



## Number Cards

13

14

15

16

17

18

19

20

21

22

23

24



## Number Cards

25

26

27

28

29

30

31





Months of the Year Cards

|           |          |
|-----------|----------|
| January   | February |
| March     | April    |
| May       | June     |
| July      | August   |
| September | October  |
| November  | December |



## Punctuation Cards

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| . | . | . | , | , | , |
| ? | ? | ? | ! | ! | ! |
| , | , | “ | ” | “ | ” |

## Joining Cards

|     |     |
|-----|-----|
| and | and |
|-----|-----|



| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |







**LRDC**

Grade One Mathematics  
and Thematic  
Calendar Package

2000

0008